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ABSTRACT

Early childhood inclusion is a field characterized by a philosophy and practice that encourages full participation of children with disabilities and their families in everyday activities with their typically developing peers. Noting that success in inclusion endeavors requires substantial changes in the way our society thinks, feels, and acts, this book is intended to increase awareness of the need for such change and to serve as a catalyst for progress. The book identifies factors influencing the various goals of inclusion, examines barriers to change, and proposes directions for effective change. The book's chapters are as follows: (1) "A Framework for Change in Early Childhood Inclusion" (Guralnick); (2) "Education Reform and Early Childhood Inclusion" (Lipsky and Gartner); (3) "Public Policy in Early Childhood Inclusion: Necessary but Not Sufficient" (Smith and Rapport); (4) "Legal Considerations of Inclusion for Infants and Toddlers and for Preschool-Age Children" (Stowe and Turnbull); (5) "Attitudes and Beliefs of Parents of Typically Developing Children: Effects on Early Childhood Inclusion" (Stoneman); (6) "'I Wish It Wouldn't All Depend on Me': Research on Families and Early Childhood Inclusion" (Erwin, Soodak, Winton, and Turnbull); (7) "The Origins of Young Children's Attitudes toward Peers with Disabilities" (Diamond and Innes); (8) "Innovations in Professional Development: Creating Communities of Practice To Support Inclusion" (Buysse, Wesley, and Able-Boone); (9) "Inclusion of Infants and Toddlers: Outcomes and Ecology" (Bruder); (10) "Inclusive Child Care for Infants and Toddlers: A Natural Environment for All Children" (O'Brien); (11) "Inclusive Preschool Programs: Classroom Ecology and Child Outcomes" (Odom and Bailey); (12) "Head Start and the Inclusion of Children with Disabilities" (Schwartz and Brand); (13) "Transition to Inclusive Environments for Young Children with Disabilities: Toward a Seamless System of Service Delivery" (Sainato and Morrison); (14) "Participation of Young Children with Disabilities in Community Learning Activities" (Dunst); (15) "Inclusion of Children with Autism in Early Intervention Environments: An Examination of Rationale, Myths, and Procedures" (Strain, McGee, and Kohler); (16) "Educating Deaf and Hearing Children Together: Confronting the Challenges of Inclusion" (Antia

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and Levine); (17) "Inclusion of Young Children with Complex Health Care Needs" (Crocker and Porter); (18) "The Impact of Cultural and Linguistic Diversity in Inclusive Preschool Environments" (Hanson and Zercher); (19) "Inclusive Practices for Preschool-Age Children with Specific Language Impairment" (Paul-Brown and Caperton); (20) "Assistive Technology and Augmentative and Alternative Communication in Inclusive Early Childhood Programs" (Ronski, Sevcik, and Forrest); (21) "Social Competence with Peers and Early Childhood Inclusion: Need for Alternative Approaches" (Guralnick); (22) "Instructional Perspectives in Inclusive Preschool Classrooms" (McWilliam, Wolery, and Odom); and (23) "An Agenda for Change in Early Childhood Inclusion" (Guralnick). Each chapter contains references. (HTH)

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